**Assignments completed in MELS 604 with alignment to**

**NC Executive Leadership Standards (NCELS)**

1. Continued work on Artifact 1
   1. Already submitted for review
      1. Part A – PLC implementation (NCELS 1b)
      2. Part B – PLC facilitation (NCELS 1b, 1c, 2a)
   2. Updated during semester
      1. Part C – Areas of improvement investigation (NCELS 1c, 2a, 6b)
      2. Part D – AAPSL reflection (NCELS 5b)
   3. Initiated during semester
      1. Part E – Action Plan (NCELS 1c, 2a, 3c, 4a, 5b)
2. Continued work on Artifact 2 - \*Major focus for semester
   1. Already submitted for review
      1. Part A – AAPTEL research (NCELS 3d, 4a)
   2. Submit for review
      1. Part B – Graphic checklist visual (NCELS 3d)
      2. Part C – Gap analysis (NCELS 3d, 4c)
      3. Part D – Opportunities for empowerment (NCELS 1d, 3d, 4a)
      4. Part E – Action Plan (NCELS 1d, 3d, 4a, 4b, 4c)
3. Continued work on Artifact 5
   1. Already submitted for review
      1. Part A – Climate survey analysis (NCELS 3b, 3d)
      2. Part B – Needs Assessment (NCELS 3b, 3d)
   2. Updated during semester
      1. Part C – School environmental analysis (NCELS 3b, 3d, 7a)
      2. Part D – Cultural competence audit (NCELS 3b, 3d, 7a)
4. Continued work on Artifact 6
   1. Already submitted for review
      1. Part A – School data image project (NCELS 1a, 1c, 2a)
      2. Part B – School data disaggregation project (NCELS 1a, 1c, 2a, 3b)
      3. Part C – Climate analysis project (NCELS 1a, 1c, 2a)
      4. Part E – Resource allocation evaluation project (NCELS 1a, 1c, 2a, 3b)
   2. Submit for review
      1. Part D – Focus group project NCELS 1a, 1c, 2a, 3b, 6b)

NOTE TO INSTRUCTORS – HIGHLIGHTED ASSIGNMENTS ARE SUBMITTED TO INSTRUCTOR FOR ASSESSMENT. USE THE RUBRIC IN THE MELS HANDBOOK TO FACILITATE YOUR EVALUATION OF SUBMITTED WORK.

**Notes related to the syllabus/course**

1. I planned the course calendar for a 15-week semester. You are welcome to adjust assignment/reading dates as your calendar needs require. You may be teaching this class during a semester with more or fewer than 15 weeks.
2. I utilized backwards design in planning the course – looking first to the assignments (artifact components) students should have completed by the course’s conclusion. With the newness of the revisioned program and the implementation of common syllabi beginning in the Fall of 2011, you may have students who have not completed artifact components that should have already been submitted for review. I encourage you to review the timeline calendar that Dr. Eury will give you to share with your students (it is very similar to the one in the back of your custom text, but we made a few changes) so that they can see where they “should” be at this point and work on the information/components they are missing. I’ve built into the assignment calendar the continued work they should be doing on various components so that they can progress smoothly throughout the semester, but I wouldn’t be surprised if you have a rocky start as people figure out whether they are behind or not!
3. The objectives of the course are aligned with the artifact components that are focused on throughout the course.
4. Each week’s readings/assignments are aligned to course objectives, MELS artifact components, and NC Executive Leadership Standards (point this out to your students).
5. The third column of the course calendar consists of readings/postings/artifact work.
   1. Readings for the week’s class should be completed before the meeting date for that week.
   2. You may handle the “postings” topics in a variety of ways – You could have students post to an online discussion board prior to the week’s class meeting and discuss postings in class; you could have students respond and reply to each other’s postings solely online and use your class time in other ways; you could have students bring a written response to the postings’ prompts to class as a springboard for class discussion and not require a written submission…there are other choices, remember however, that the grade for postings is 30% of the course so be sure to set up that component so you can track how they are progressing.
   3. Artifact work is designated as such in the course calendar and should be treated as assignments for the course. The rubrics for the components of the artifacts you will assess for the course are in the MELS handbook.
6. Modules 2 and 5 ask students to view videos on PD360.com. To access the site, the username is skbrown@gardner-webb.edu and the password is pd360. Some of the navigation of the site can be tricky. I recommend you review the location of the mentioned videos before the students have to find them on their own. Let me know if you have problems and I’ll help!
7. I’m sending the Powerpoint mentioned in the work for Module 4.
8. You are welcome to use your professional judgment as to whether you prefer to watch the assigned videos as part of class or as assignments to be completed before class.
9. The information I’m sending in the syllabus is not meant to fully plan every class period. It is meant to give you a focus in terms of topic. This plan gives you what content students have experienced prior to class and what documents they will submit for evaluation. Use your own creativity and understanding of students’ future roles as executive leaders to plan additional material for during class meeting time!
10. The grading scale is very nebulous. Perhaps we can talk about it as a group to see how you might want to revise it for future courses? On that note, I would like to know how the course is going. For example: What readings were particularly good in terms of stimulating conversation and which ones seemed less relevant? Are the assignments spaced well throughout the semester? Is the order of the content presented/assignments completed logical?
11. Let me know if you have questions. I may not have an answer immediately (this is my first attempt at a common syllabus) but I will work to get an answer for you!
12. Don’t hesitate to make suggestions to improve the course!

Thanks for your service to GWU and to our students!

Sydney Brown